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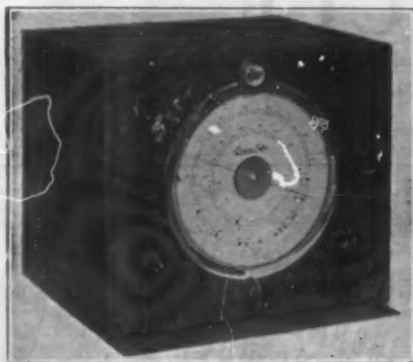
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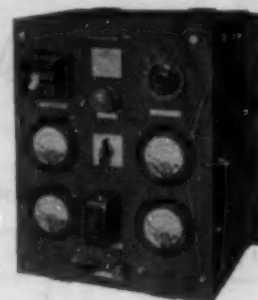
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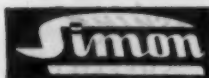
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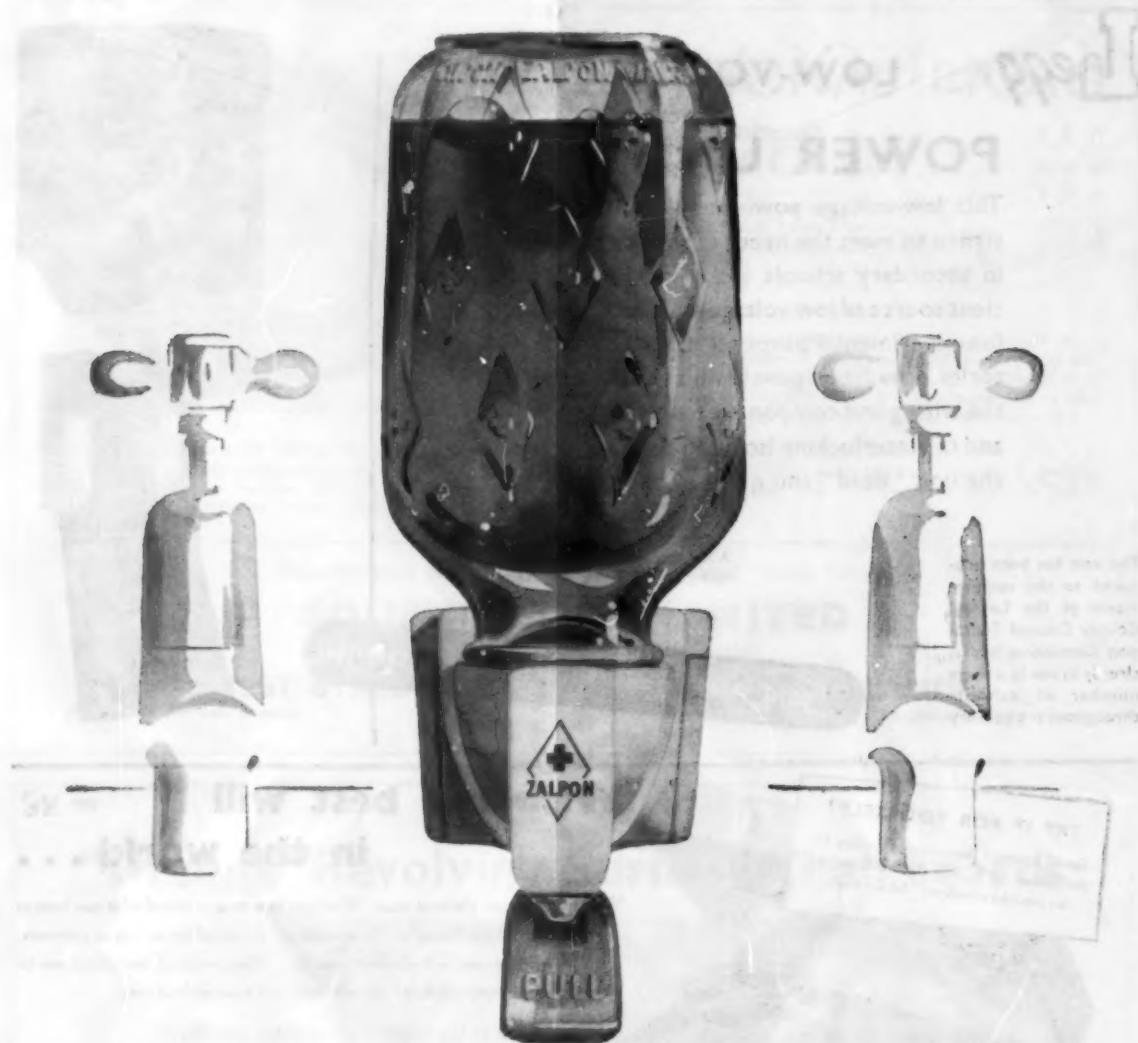
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# The SCHOOL GOVERNMENT CHRONICLE

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,360. Vol. CXLVIII.

JULY, 1955

## Association of Education Committees Annual Conference

### THE NEXT TEN YEARS

The 1955 Conference of the Association of Education Committees was held last month end at Hastings and after an official welcome from the Mayor of Hastings, Alderman F. T. Hussey, J.P., Sir Wilfrid Martineau, M.C., T.D., M.A., of Birmingham Education Committee (of which body he was Chairman, from 1943 to 1952) was installed as President of the Association for 1955-56.

Following the announcement of the election of officers and executive committee for the ensuing year, the annual report was moved by the President, who said that they were intending in the coming year to devote their energies to looking forward.

The report was seconded by Alderman Sir Harold Jackson, and carried.

#### PRESIDENTIAL ADDRESS.

The new President, Sir Wilfrid Martineau, then delivered his presidential address, as follows:

Since our last Annual Meeting we have had a change of Minister. Dame Florence Horsbrugh had the misfortune to take office as Minister of Education at a time when a cold economic wind was blowing, and it was necessary for her to impose many restrictions on our progress. Consequently the A.E.C. often disagreed with her, and had to speak quite openly about it. The Minister promised to maintain the essential fabric of education, but there was some difference of opinion about what constituted essential fabric. We must all, however, admire the loyalty of the former Minister to her colleagues in the Government and the courage with which she upheld her decisions. Sir David Eccles succeeded to the post at a time when things were easier; and consequently he has been able to promise us many things that we want. We welcome the enthusiasm which he brings to his new post, and the speed with which he has come to our aid. The removal of some restrictions, particularly those connected with building, is most welcome, and will enable local authorities to get on with the job with much less frustration than in the past ten years.

#### Battle of the Bulge.

For the past ten years have been really hard going. We have been hard put to it merely to keep afloat, let alone to think. But these years have seen achievements in education never equalled or approached before. Immediately after the Act was passed, we had to work out development plans and Further Education schemes. Besides this paper work, we had to cope with the raising of the school-leaving

age, and we carried it through in spite of all the difficulties. We had to deal with the emergency training of teachers and that scheme had a success which transcended the most sanguine hopes of the optimists. We had to wrestle with all the building restrictions: with licences, starting dates, shortages of labour and materials, all of which made us impatient for greater progress, even while we were achieving wonders. And all the time we were haunted by the question whether we could have places ready in time for the children, because the outstanding problem of the last ten years has been the battle of the bulge—too many children competing for too few teachers and too few places.

I would like to pay a tribute to the teachers, who, more than any of us, have borne the heat and burden of the day. They have done a wonderful job. In spite of overlarge classes, inadequate classrooms and sometimes insufficient heating, the schools have gone on—to the everlasting credit of the staffs. It must be a joy for them (as it is for us) to see so many beautiful new schools going up and to feel that—provided the pace is not allowed to slacken—in a foreseeable time no teacher or child will be asked to work in an unworthy building. The Ministry of Education, the Local Education Authorities and the teachers may well be proud of the achievements of the past ten years. This seems an appropriate place to say how delighted we are to see Mr. Ronald Gould's name in the Birthday Honours among the Knights Bachelor.

#### The Queen's Speech.

On her official birthday Her Majesty opened the new Parliament. In the gracious Speech we are promised continued expansion in the building and improvement of schools, close attention to the number and needs of the teaching profession and the special requirements of rural areas, encouragement of choice of courses in secondary schools, extension of facilities for technical education, and family allowances for children who stay on at school beyond the age of sixteen, and, of course, the new Teachers' Superannuation Bill, on which we hope agreement may be reached.

Not at all a bad share for education! Particularly when the Prime Minister added in the House of Commons that "now there was to be a further substantial advance" and instanced reduction in size of classes, reorganization in rural areas, improving existing schools, and a big advance in technical education. He even hoped that it would not be long before a start could be made on replacing the schools which were too old to modernize.

We welcome this programme, and will certainly do our utmost to carry it out so far as it lies with us. Since a General Election and the subsequent Queen's Speech together form a very delicate indicator of what the voters want, we are glad of the reassurance that education is so much in the public mind.

#### Pause for Reconnaissance.

In 1955 our plans should have been laid for seeing the bulge through the secondary schools and it should now be only a matter of good administration to carry them through. So this seems to me to be a good point for a moment's pause for thought. "Time spent in reconnaissance is seldom wasted." I propose therefore in this address, *first* to review what we have done, to see whether in fact all is going as we had hoped, and *secondly* to consider our plans for the next ten years.

Let us then look at one or two points where we may have gone astray.

#### Standards in Schools.

We all wished that the modern schools should not be clamped down within a framework of external examinations. We recognized that there was some danger in this, but knew that we could trust the teaching staff to do their utmost to maintain standards. Perhaps we did not make sufficient allowance for the fewness of teachers and the numbers of children. Can we be content to suffer the accusation that we are turning out children who, two or three years after they leave school, prove to be illiterate? This matter became a hue and cry in the Press and I think has been largely exaggerated, but undoubtedly there is some truth in it. There will always be some illiterates while it is possible for children to leave school at fifteen and then cease to have any connection with any cultural or

educational activity until they join the Forces. I think that this accounts for most of the trouble: and it shows the urgent need for county colleges. But, in the very large classes from which the schools have suffered since the war, it is always possible for a child to get behindhand, and having once got behindhand never to catch up without special coaching. The three Rs have been out of fashion recently but they are, in fact, the indispensable tools required for all further construction of the educational edifice, and it is essential that we should see that no child who is capable of acquiring these skills can pass through the schools without in fact acquiring them. To this end, we can either have a system of external checks (which would impose a strait-waistcoat on the free development of the modern school and the junior school), or let the head teacher in any school test his own children against standards and make quite sure that none are getting left behind in the race on account of something other than their own lack of intelligence. This involves laying down certain standards of attainment that children of different I.Q.s should reach in each successive year at school. I am glad therefore that the National Foundation for Educational Research is trying to produce such standards, and that the National Union of Teachers has agreed to join with this Association in asking the Minister to set up a Committee to go into the whole question of the Hadow and Spens Reports, standards of literacy and examination arrangements.

#### General Certificate.

We all hoped that the General Certificate of Education would prove less cramping to the grammar schools than the old School Certificate; but the grammar schools don't seem happy, even though they have succeeded in driving the Minister off the inflexible minimum age limit; and the General Certificate was not designed to be, and certainly is not, very much use to industry. I think it is time that we have an enquiry whether the General Certificate is fulfilling the hopes of those who set it up.

#### Examinations.

Personally I think the whole principle of examinations needs careful reconsideration. Sixty years ago (apart from a few scholars) children could only get up the educational ladder by the wealth of their parents. We thought that a bad thing, and substituted a series of examinations for entry to grammar school, for entry with an award to university and for a degree. Small wonder if the student comes to think the passing of examinations is the key to everything; and, when he emerges into adult life with his degree, small wonder if he is disgruntled when the prizes no longer fall to him, but go to people with more personality, pep and perseverance. On the other hand the people with these characteristics may not be very good at examinations and may not be able to get to the university, where the ordinary degree course would be so valuable to them.

#### Burnham Scales.

After the first world war the Burnham Committee brought some sort of order into teachers' salaries. Between the wars we were reasonably well provided with graded area scales of salaries, and separate scales for elementary and secondary schools. After the second world war the Burnham Committee, with a commendable desire to assist in the unification of the teaching profession, laid down one scale for primary and all types of secondary school. The result has been an ever increasing welter of allowances but the only alternative seems to be to go back to separate scales.

When graded area scales were abolished I suppose it was assumed that if teachers were paid the same everywhere outside London, they would automatically distribute themselves evenly over the whole country. The shortage of teachers has proved that this was wrong quantitatively;

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and this fact leads to the natural corollary that, when the numerical shortage is caught up, there will still be a qualitative shortage in certain areas. The uneven spread can be countered in two ways, either by offering inducements or by setting up prohibitions. As the Burnham Committee will not permit an inducement beyond an ever expanding "London area," the Minister perforce has had to maintain a scheme of rationing women teachers. Under the present Burnham Report a Local Education Authority can give special allowances to all teachers in any particular schools which are shorthanded, but cannot give an allowance to all teachers in all schools if the area as a whole is shorthanded. Is this reasonable? The problem of the distribution of teachers is a real one, and it seems to me that it should be carefully examined. Technically the matter may be within the terms of reference of the National Advisory Council for the Training and Supply of Teachers, but the practical solution lies in the hands of the Burnham Committee. Would it not be possible for the two bodies to discuss it together?

We know that we still have much to do to catch up arrears. Once we have dealt with the bulge, we must turn our attention to reduction in size of classes, completion of reorganization and elimination of substandard buildings. With the release from the requirements of the bulge, we ought to be able to devote increasing teaching power and building power to these objects. The mention of them in the Queen's Speech is very encouraging.

#### Youth.

During the early stages of the war there was a tremendous campaign for "The Service of Youth." I never quite made out in what sense the word "of" was intended. Did the slogan mean "Service given by the Community to Youth" or did it mean "Service given by Youth to the Community"? In either case I do not think that the campaign was a very good thing for young people. But I wonder whether—in the press of other duties—we are not now neglecting the young people a little. We intend to do a lot for them when county colleges come, but that clearly cannot benefit the present generation of young people. No one has yet solved the problem what should be done for the youth who does not care for clubs and club activities. Occasionally a man is found with a special aptitude for leading youth who can attract the unclubbables; and I think that local education authorities should give such men generous financial help. The trouble is that when the leader goes the group either breaks up or becomes an ordinary club.

#### Adventure Playgrounds.

Another provision I would like to see extended is that for the out-of-school activities of town boys of junior school age or a little older. These children live in a world partly of make-believe and partly of developing their instincts for construction. They need a suitable terrain for this development and neither the street nor the school playground provides it. Parks and playing fields are little better. The nearest approach was the uncleared bomb-damaged site: that was too dangerous, and so we must be content with "adventure playgrounds." The psychologists tell us of the value of play in the development of the infant; I wish they would tell us more about the needs of the junior school child. I believe adequate provision of properly designed "adventure playgrounds" in densely populated areas would do a good deal to reduce juvenile delinquency.

#### The Future—Further Education.

Now let us take a look at the future, and particularly Further Education and the future. The first thing to which I would like to draw attention is the extraordinary growth in numbers of students in all kinds of Further Education during and since the war. On the top of this we shall shortly be getting the bulge coming out of the schools and becoming available to swell the numbers in Further Education.

#### Technological Education.

On the whole, strictly technical education has not come off too badly for buildings during the past ten years. Some building has been done, but nothing like enough. But on the question of organization, technical education has been bedevilled by an unconscionable amount of talk in Parliament and in the Press as to what is the best organization, and whether some technical colleges should be divorced from Local Government and become autonomous bodies granting degrees. I think Local Education Authorities must be on their guard lest they give an excuse for this outcry by adopting a cheese-paring or interfering attitude to their colleges. At one time there was a serious danger of our losing them, but I hope wiser counsels have prevailed. The pattern now seems to be, first, that some universities will be expanded to take more technological work, second, that technical colleges will remain with the Local Education Authorities, but some of them will be of regional status, and, third, some sort of a national award equivalent to a degree will be available for the most advanced students at technical colleges. I hope that all this upsetting talk will now die down and the colleges will be allowed to get on with their job.

#### And the Arts.

The fact that technology is needed for us to earn our daily bread meant that technology had to be given priority in a world of shortages. But man cannot live by bread alone, and there is much leeway to be made up in advanced cultural Further Education. Colleges of art, commerce, music, literature are also bursting their walls. It is essential that their needs should be met. Priority having been given to technology, there is a real danger that our Further Education may become purely vocational and we may lose our heritage of the arts.



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Not only must we provide for the arts in their own colleges, but we must try to liberalize the technological courses, so that the technologist may also have a reasonably wide cultural background. We must also try to find time for the technologist to "stand and stare." Fortunately the heads of big industrial firms are realizing the importance of a wider background than mere technology, and their successors are likely to be picked from those with a wide culture.

#### **Institutes of Further Education.**

The numbers in the evening institutes have increased just as much as they have in vocational studies, and some means must be found of satisfying the needs of these students. The cultural standard taught is not necessarily very high, but the fact that people wish to come together in the name of education and try to improve themselves is a matter for rejoicing and should be encouraged.

#### **Adult Education.**

There is a curious little enclave of liberal studies in Further Education which is called Adult Education. This is separate from the main stream of Further Education for historical reasons. Its history is fully set out in the Report of the Ashby Committee of which I was happy to be a member. I am not one of those who believe that all education must necessarily be supplied at great chain stores run by local education authorities. I am all in favour of having a certain amount of variety, and this is particularly so with education of adults. Where education is compulsory, only the teachers need seek the co-operation of the pupils, but where attendance is voluntary the organization as well as the teachers must seek the goodwill of the students. There is no need for all further education of a cultural nature to be fitted in to one mould provided by local education authorities. I am glad, therefore, that the Ashby Committee reported for the continuance of the present anomalous arrangements and that the Minister has accepted their Report. There has, however, in the past been a hard boundary between vocational and cultural education arising from the Ministry's interpretation of its own regulations for Adult Education, and I hope that this will go. I think at the same time local education authorities must be careful to resist the temptation to leave it all to the W.E.A. and extra-mural departments of universities. It is the duty of the local education authorities to fill in any gaps; and it is essential that they should know what is going on, and where the gaps are. I do not feel that the W.E.A. meets the needs of *all* would-be students in Adult Education, and I wish that there were more responsible bodies. Local Education Authorities must be very careful to see that they do not hand over all cultural activities in Adult Education to responsible bodies and leave themselves only with the task of technology.

#### **Community Associations.**

Just as Adult Education by responsible bodies is valuable because it gives the student a feeling that he is deciding his own educational fate, so community associations (to be run at their best) should be run by the members themselves and not have the official view imposed upon them. Shortly after the war the Ministry of Education produced a scarlet pamphlet setting out enormous palatial buildings to be used as community centres; but it quickly became clear that these had raised false hopes in the minds of community associations. It appears unlikely that we shall ever be able to afford the cost and also the land for building separate community centres wherever they are needed. In crowded centres of population it will probably be necessary to use adult wings in secondary schools. But whatever the buildings available, as far as possible they should be handed over to community associations to be run by themselves. Everywhere in Further Education there should be as much student self-government as

possible; and in a well run Institute of Further Education the Principal can get very near to a community association.

#### **Exit the Bulge.**

Just as we had to make preparations to receive "the bulge" in the schools, so we must make preparations for its passing. Employers, who have been crying out for more labour for years, will suddenly find a glut. Are they prepared for it? Is our Youth Employment Service prepared for it? and have the Ministry worked out their policy for it? A big decision will have to be made whether this will be the time either to start county colleges or to raise the school-leaving age to sixteen. Personally I think that county colleges are even more urgent than raising the school-leaving age again, but can we get the buildings, teachers and the technique in the time? Not unless we start at once. Then when the bulge has passed through the schools, at last we may be able to relieve the shortage of mathematics and science teachers, and indeed of all teachers. Would that be the time to start a three-year training course in place of the present two-year training course? I think it would. The Ministry are fond of talking about the partnership between the Local Education Authorities and the Ministry; and we gladly welcome co-operation. But partners usually consult together about the future policy of the firm; and in view of the tremendous amount of building and other preliminary work which will be required (particularly for county colleges) I think it is quite time the senior partner took us into consultation.

Now all this is going to be very expensive indeed. I believe the Minister has hazarded a guess that it may cost us five hundred million pounds a year to do all we want in education, and many would put the figure higher. We must all be busy with propaganda in order to prepare a climate in which ratepayers and taxpayers will willingly bear the load we must put on them. There are other reasons why we should not be a silent service. We have to remember that children live a great part of their lives in the home. The figures obtained by the Central Advisory Council of the home background of early leavers make it clear that a great deal depends on the home whether the child will be persuaded to stay on at school or not. So we want propaganda among parents. Many people think that Section 76 of the Act does not mean very much, but I am sure that it is of the greatest importance to try to make parents interested in the education of their children. There is always a danger with the Welfare State that parents will feel that they do not have to bother with their children and just wash their hands of them. This is a loss to the children and to the parents. Some of the happiest years of my life were spent in bringing up a family and "pinching" to pay school fees.

#### **Why Education.**

Some months ago the choir of which I am a member took part in a performance of "These things shall be" as a tribute to its composer, Dr. Ireland. The words were taken from a poem written by John Addington Symonds in about 1880. May I recall part of it to you by a short quotation:

These things shall be ! a loftier race  
Than e'er the world hath known shall rise,  
With flame of freedom in their souls  
And light of science in their eyes.

They shall be gentle, brave and strong  
To spill no drop of blood but dare  
All that may plant man's lordship firm  
On earth and fire and sea and air.

Nation with nation, land with land,  
Inarmed, shall live as comrades free ;  
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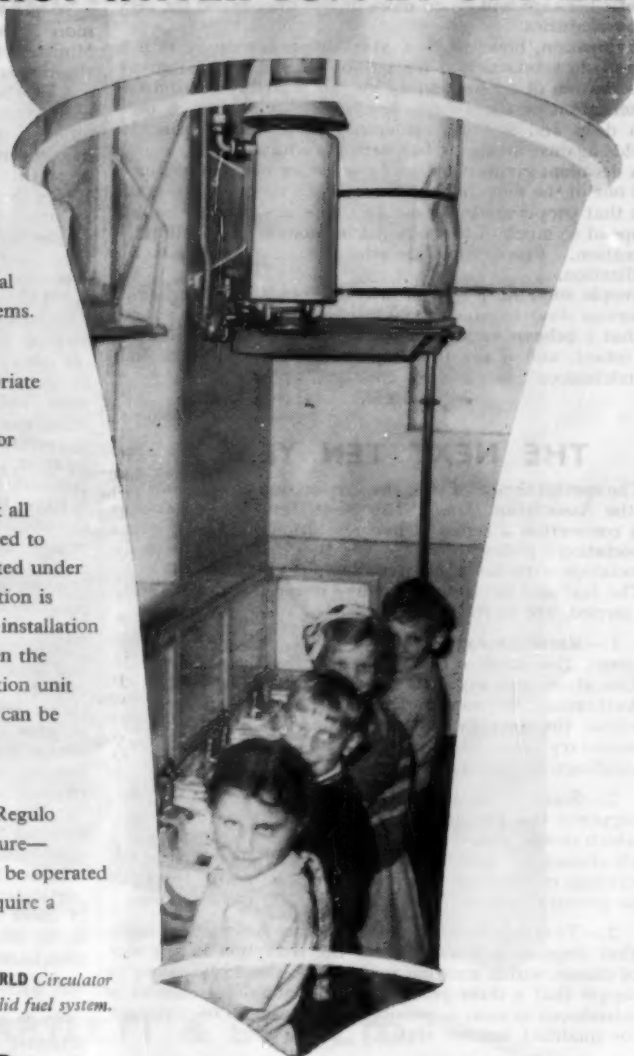
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Since those words were written we have been through two world wars, and are perhaps a little less certain about the future than were our grandfathers. The poem set me thinking how sure the Victorians were of the inevitability of progress, and how we nowadays know that progress, like liberty, has continually to be fought for. We know that our savage ancestors of many thousands of years ago were probably at least as intelligent as we are, and it is only a veneer of civilization which makes us differ from them. In fact our I.Q.s may have diminished in the last few thousand years because civilization is making us circumvent natural selection. However, provided we do not hasten the mutation of our genes by exposing them to hydrogen bombs and other dangerous radiation, we may hope that our genetic heritage will go on more or less unchanged for very many centuries.

Civilization, however, is a very different thing. It is a man-made artefact, and we cannot rely on the automatic preservation of civilization as we can probably rely on the preservation of the genetic heritage. Civilization is only skin deep and is very vulnerable. One of its principal shields against insurgent barbarism is education.

A decadent civilization does not bother about its future; and one of the most hopeful signs of the times to-day is the fact that people are interested in the future, and are willing to spend so much of the national income on their children's education. Propaganda for education is propaganda for civilization.

People sometimes ask me why I scorn delights and live laborious days in educational administration. The answer is that I believe in our civilization, that I wish to hand it on intact, and if possible improved, to my children and grandchildren.

\* \* \*

## THE NEXT TEN YEARS

The special theme of this, the fifty-second annual meeting of the Association, was "The Next Ten Years," and in this connection a series of five resolutions setting out the Association's policy were moved either on behalf of, or in association with the executive committee.

The text and subjects of the five resolutions, which were all carried, are as follows:

1.—**REORGANIZATION.**—That this Association welcomes the issue of Circular 283 by the Minister of Education, and urges the Minister and Local Education Authorities to secure that the building programme within the next five years will enable full provision of secondary education for all children, in adequate buildings, to be completed.

2.—**SIZE OF CLASSES.**—That this Association fully supports the present plans of recruitment of teachers which should secure that within the next five or six years all classes are reduced within the limits prescribed by existing regulations, namely, not more than forty pupils in primary schools, and thirty in secondary schools.

3.—**TEACHER TRAINING.**—That this Association urges that steps, synchronized with the reduction in the size of classes within existing regulations, should be taken to secure that a three-year course for intending teachers is introduced as soon as possible as a minimum requirement for qualified teacher status.

4.—**SUB-STANDARD BUILDINGS.**—That this Association, while noting that much may be achieved within the next five years in improving the conditions of the worst schools, urges that immediately following the completion of reorganization of secondary education there should be an intensive building programme designed to complete the task of bringing all existing schools up to the requirements of current Building Regulations.

5.—**COUNTY COLLEGES.**—Recognizing that the completion of secondary education for all children and the bringing of old schools up to required standards will free building resources which can be devoted to other educational purposes, this Association urges the Minister at that stage to implement the provisions of the Education Act relating to county colleges and to authorize the necessary building programme accordingly.

\* \* \*

## IMPROVING OLD SCHOOLS

### Need for Efficient Planning.

A plea that local education authorities should give more attention to improving old schools was made by the Minister of Education, Sir David Eccles, when he addressed the conference on the concluding day.

"In the last ten years," he said, "you have had to concentrate on building new schools to meet the rise in the number of children. The financial limits on minor works have been so severely held down that not much could be done to improve old schools. But Circular 283 changed this. You have freedom now to get ahead with reconditioning and extensions, and already many Authorities have decided to double their expenditure on minor works. I want you to go further and give still more attention to this part of the building programme."

"The contrast between the standards of the new houses built since the war and the conditions in the old schools attracts every year more criticism. Times change. In the old days children went from the slums to better conditions in the new Church schools. Now their parents say they go from well-equipped modern homes to antiquated and unsatisfactory classrooms, often without the ordinary conveniences. The new schools, as they increase in number, point the same contrast. We owe it to parents and teachers to put this situation right as soon as possible. I have been thinking what more could be done; you already have the freedom to act; it must, therefore, be in organizing the work that further progress can be made."

"I should like every Authority to draw up a programme of the minor works that are to be done in its area. Such programmes would naturally vary very much, but it seems to me essential to give your architects as complete a schedule as possible. These small jobs take a lot of planning, and some staffs may be unable to cope and have to call in outside help. Experience with War Damage repairs have shown the advantage of a single contract covering a string of jobs. I am a great believer in architect and builder sitting down together and working out a timetable for a number of schools, so that labour and money are saved by efficient planning."

"We all agree these minor works should be done. Circular 283 gave you the freedom to do them. Only by announcing a programme can you give to parents and teachers the assurance that their turn is coming. I am particularly anxious to see vigorous action in this field. If there are any problems connected with it which you would like to discuss with the Ministry, I should be very glad to see your Executive and talk them over."

### Provision of Books.

Sir David then asked "Are all local education authorities satisfied with the provision of books in classrooms and libraries? Even in the early days of the last Government, when circumstances which we had inherited compelled us to economize, Miss Horsburgh made a clear and definite exception for books. Let me quote from Circular 242: 'The Minister regards it as important that proper standards of teaching should be maintained, and for this purpose she assumes that adequate teaching staffs will be employed and a supply of books, essential material and apparatus

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provided.' Then you will remember that in March, 1952, the Ministry issued its pamphlet on School Libraries. That showed we meant business.

"Yet I had heard rumblings of dissatisfaction before I reached Curzon Street. Accordingly, I had a random sample taken of fifty-eight reports which H.M.I.'s have made on schools in various parts of the country. Not all of them single out books for special comment. Where class books are mentioned, the picture in the secondary field is roughly as follows—in the modern schools, four gave a favourable and eight gave an unfavourable report. The grammar schools are much better—high marks in eight cases, low marks in four. The primaries are much the same as modern schools. Looking at the library problem separately, the reports show that the grammar schools are in general satisfactory. But in the modern schools—only four good reports and thirteen bad ones: and again the same unsatisfactory provision in the primary schools.

"I know that no local education authority deliberately starves its teachers of books and stationery. But what are the facts? Some authorities are generous, and all credit to them. But others have overlooked the need to revise their capitation allowances to allow for rising costs and the excellent selection of post-war books on the market, and others again have done too little to improve libraries.

"What can we do about the unsatisfactory side of the picture? It is clear that we all have to give a lot of thought to books, and I do not want to encourage a local education authority to spend money on less vital aids to teaching if it then means that it runs short of money for libraries or text books.

"I propose, therefore, to bear this point in mind when scrutinizing H.M.I.'s reports. A lack of suitable books in any school might well cause me to consider whether that school was being kept on a satisfactory level of efficiency.

"These remarks on books would not be complete unless I added a platitude: a book is no good unless the child knows how to read. I hope we shall be vigilant about the standards of reading."

### All-Age Schools

In the House of Commons Dr. King asked the Minister of Education the number of children of secondary school age being educated in all-age schools on 31st December, 1954; and the number of such children who will be transferred to secondary schools under school building programmes approved under his recent directive to local education authorities.

In reply Sir David Eccles said: "In January, 1954, there were 212,770 pupils in the senior classes of all-age schools. I told authorities last December that I hoped they would start within five years sufficient new secondary schools to reorganize all-age schools in the rural areas. An excellent beginning has been made, and I cannot yet forecast at what rate the reorganization in rural and other areas will be carried to completion."

To Dr. King's supplementary question as to whether the Minister was aware that local education authorities welcome the directive that he has given and whether he was now in a position to state that we shall have got all these 250,000 children into proper secondary schools by the end of five years? Sir David replied that he was not in a position to state that, because our building possibilities at the moment permit us to carry out the reorganization only of rural areas and they could not go on to the towns until conditions became rather easier.

**Increased education authority bursaries** for students undergoing full-time courses of further education are proposed in draft regulations published by the Secretary of State for Scotland.

## Secondary Modern Examinations

### A Resolution to the Ministry of Education.

It is now two years since there were the first signs of interest in the new Certificate Examination by teachers in secondary modern schools. Since then this interest has grown in a remarkable way until the College of Preceptors office has now dealt with enquiries from well over half the secondary modern schools in the country. That this is not by any means mere curiosity is being proved almost every day by the discussions which the secretary of the College is having with teachers from different areas. It is clear that everywhere groups of teachers are giving a very serious consideration to this important aspect of secondary modern education. In his discussions the secretary has been very glad of the opportunity to clear up one or two misunderstandings which have arisen mainly about the standard of the examination.

Having considered all this evidence, the Council of the College feel convinced that some action must be taken to relax the present restricting Grant Regulations of the Ministry of Education, but at the same time they are fully aware of the reasons which have made the Ministry pause before taking any action. Nevertheless, the case for some form of experiment with external examinations by secondary modern schools is so strong that the College Council has unhesitatingly decided that the following resolution should be sent to the Ministry of Education:

"The Council of the College of Preceptors has reviewed the evidence which it has received during the past twelve months from the Heads of many Secondary Modern Schools throughout the country and from other sources, on the need for an external examination for children leaving these schools at the age of fifteen years; and, in view of this widespread interest, requests the Minister to relax the Grant Regulations No. 2 (amendment No. 3, 1952) for an experimental period of five years in order that head teachers may be free to enter children for any external examination which they may consider suitable."

## CORRESPONDENCE

### Thanks to Savers.

To the Editor of THE SCHOOL GOVERNMENT CHRONICLE.

SIR,—May I seek the hospitality of your column to express to you and your readers the thanks of the National Savings Committee and my own thanks for the generous help and encouragement given to the "Two Million New Savers Campaign."

While it is impossible directly to attribute any specific percentage of the Two Million total to any particular section of our Movement, all our regions reported that they received every possible support from teachers, children, education committees, education officers and the many educational organizations.

On the second part of our target the recruitment of an increase of 5 per cent. in the membership of savings groups, the part played by schools is clear and specific.

The half-yearly figures 1st October, 1954 to 31st March, 1955, show an increase of 354 groups and 345,088 or 17.2 per cent. members in schools.

This is a magnificent effort bringing the total number of savings groups in schools to 27,597 with a membership of 2,354,958 and demonstrates the wholehearted and friendly backing we have received from the education service.

Yours faithfully,

MACKINTOSH OF HALIFAX,  
Chairman.



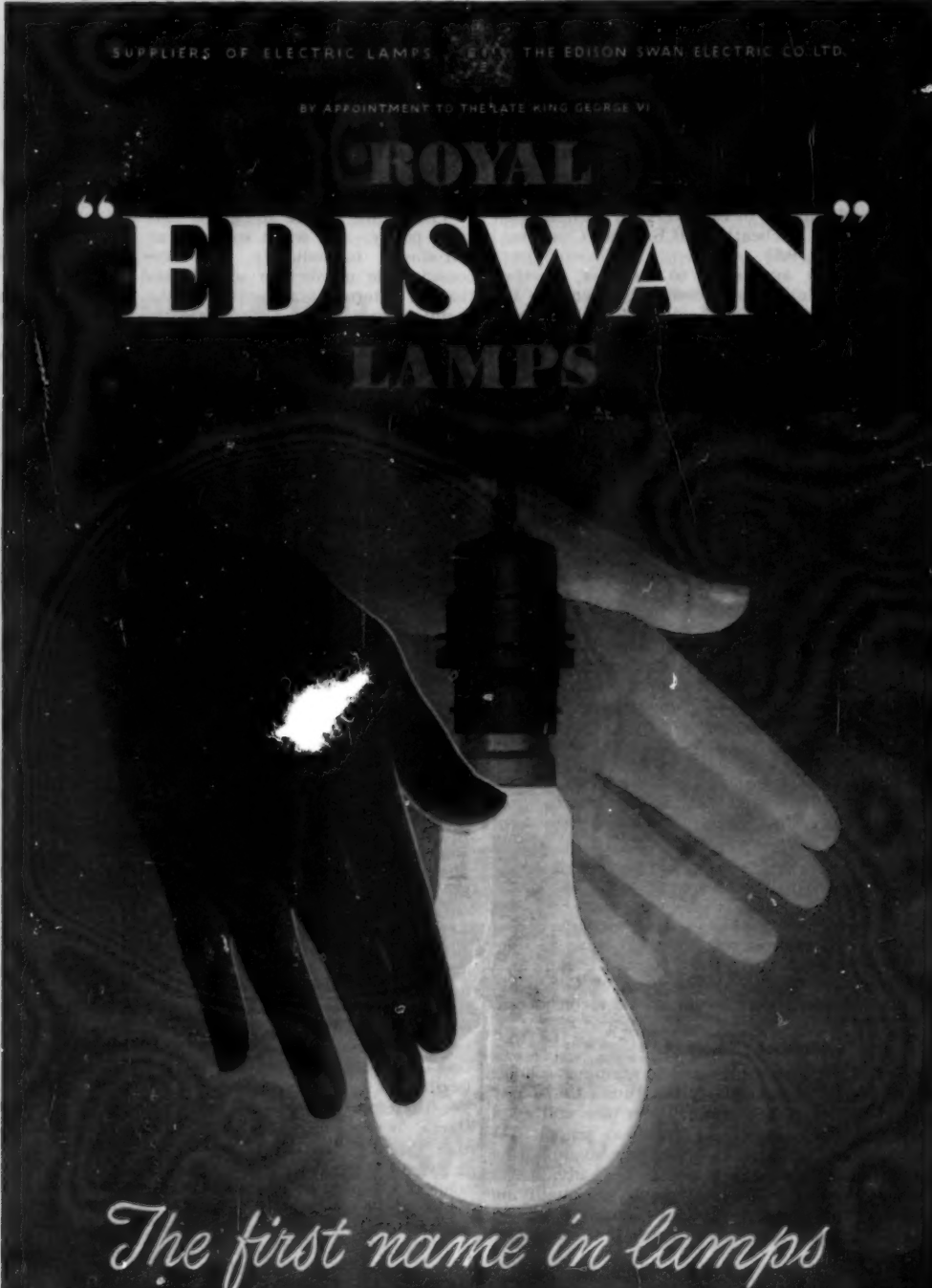
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# Future of Secondary School Examinations in Northern Ireland

## Recommendations by the Macbeath Committee.

Important recommendations dealing with secondary school examinations are contained in a Report presented to the Northern Ireland Minister of Education by a Committee of which Professor A. Macbeath, C.B.E., was Chairman. (H.M. Stationery Office, 9d.)

The Committee was appointed to consider whether changes should be made in the present arrangements for the Grammar School Junior Certificate Examination and whether the Ministry should conduct an examination for pupils at about the age of fifteen in other types of secondary school.

The following is a summary of the Committee's main recommendations:

**GRAMMAR SCHOOLS.**—The present practice of having an external examination for grammar schools between the Qualifying and the Senior Certificate Examinations should be discontinued. As a stage towards the realization of this ideal the present Junior Certificate Examination should be abolished and an optional examination to serve certain limited purposes should be instituted for a trial period. The operation of the new examination should be reviewed after five years.

**SECONDARY INTERMEDIATE SCHOOLS.**—In their present stage of development the secondary intermediate schools should be given the utmost freedom to experiment with syllabuses and methods of teaching to enable them to discover the kind of education best suited to the needs of their pupils. No external examination should be conducted for them. The position of these schools should be reconsidered in about ten years' time when experience of the working of the present arrangements has been gained. Meantime pupils from these schools should be free to enter for any existing external examination for which they seem to be qualified.

**TECHNICAL INTERMEDIATE SCHOOLS.**—The Technical Day School Examinations, with minor modifications, should be continued. In five or six years' time, when the provisions of the Education Act of 1947 regarding secondary and technical intermediate schools will have had time to take full effect, the position of the Junior Commercial Examination and the Technical Day School Certificate Examination (Commercial Course) should be reconsidered.

### "Abolition" Verdict.

In the section of the Report devoted to grammar schools the Committee discusses particularly the Junior Certificate Examination, which is taken normally at the end of a pupil's third or fourth year in the grammar school. At present over 4,000 candidates enter for the examination each year. After examining in detail the advantages claimed for an external examination between the Qualifying Examination and the Senior Certificate Examination and weighing them against the disadvantages, the Committee says:

"We have unanimously come to the conclusion that the disadvantages outweigh the advantages and that therefore the Junior Certificate Examination ought to be abolished, and we recommend accordingly. We are also unanimously of the opinion that most of these disadvantages would result from any examination that would normally be taken by all pupils at Junior level and that therefore the ideal educational policy for grammar schools is one in which

no external examination is held between the Qualifying and the Senior Certificate Examinations.

"But while we are all agreed that this is the ideal long-term policy, and while some of us would like to see it introduced immediately, we were impressed by the considerable number of schools and teachers who think that an external examination at the Junior stage serves a useful purpose, e.g., as an incentive to certain types of pupil, as a test of achievement to pupils who study a subject for a period but do not wish to continue it to Senior, and as an objective assessment of their work by teachers, especially young teachers in the smaller country schools.

"Accordingly, in view of our restricted terms of reference which prevent us from making recommendations about the Senior Certificate Examination, and our uncertainty about the effects on the grammar school curriculum of the new syllabus and regulations which the Ministry has decided to introduce, we have come to the conclusion—some of us with very considerable hesitation—that it would be wiser to proceed gradually towards the abolition of an external examination before Senior. As a step in this direction we recommend the institution for a trial period of five years of an Optional examination so devised that it will meet the needs of those who attach value to an external examination at this stage and yet not be open to the objections urged against the present Junior Certificate Examination."

### Experimental Stage.

Coming to the secondary intermediate schools, the Committee mentions that at present there are twenty-three such schools in operation, with 10,652 pupils. When the programme has been completed and the school leaving age raised to fifteen it is estimated that about 70 per cent. of all pupils between the ages of eleven plus and the upper limit of compulsory school age will be attending such schools. There is no external examination specially conducted for the pupils in these schools. The Report proceeds:

"Some of us find some of the arguments against the introduction of an examination for secondary intermediate schools more convincing than others, but we are all impressed by the weight of the evidence as a whole against the institution of such an examination. This type of school is still in an experimental stage of development, and it will take a number of years before all the necessary schools are built. There is little experience available so far as to the best types of courses and methods, and freedom and flexibility for experiment and initiative are essential. We therefore recommend that no external examination should be specially provided for these schools but that they should be at liberty to enter suitable pupils for any external examination which seems to them appropriate, as some of them do at present. We further recommend that the position be reconsidered in about ten years when schools of this type have been provided in sufficient numbers and some experience has been gained of the working of the present arrangements."

### In the Technical Field.

In regard to technical intermediate schools the Report says: "In 1953 there were 750 candidates for the Junior Technical Certificate, 772 for the Junior Commercial Certificate and 349 for the Technical Day School Certificate. Of these 542 obtained the Junior Technical Certificate,

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549 the Junior Commercial Certificate and 235 the Technical Day School Certificate."

"The evidence submitted to us," the Committee states, "was all in favour of continuing these examinations in their present form. They provide satisfactory evidence of the attainments of pupils and are readily accepted as such by employers. The only changes which we would recommend in the examinations are (a) the introduction of History, with special emphasis on its recent social and economic aspects, as an optional subject; (b) greater emphasis on the human aspects of geography. With these modifications we recommend the continuance of these examinations."

"But while we think that all these examinations should be retained for the present, we recognize that some of the present arrangements are transitional, and we have tried to envisage the situation which will obtain when the full provisions of the 1947 Act take effect. It appears to us that this will not take place for some years. When it does take place we recommend that the position of the Commercial Certificate Examinations should be reconsidered. But we anticipate no appreciable change in the numbers entering for these examinations before about 1960, and for the present we recommend that they should be continued."

## Rising Costs of Education

The cost of education in England and Wales has risen by over £100 million in the past three years. This fact was revealed by Mr. Dennis Vosper, Parliamentary Secretary to the Ministry of Education when he opened a new junior school at Penzance, Cornwall.

We cannot believe in education, said Mr. Vosper, and regard it as essential and have it on the cheap. It is bound to cost money and this year the bill will be £432 (m), an increase of over £100 (m) in three years. Much of this of course is on account of the increase in school population and other large shares have gone to improve the conditions of the teaching profession and some of it has been used for new policies.

It was sometimes suggested that it is not necessary to spend these enormous sums, that money goes on the wrong things and that there is great waste in the service. It is therefore important to know where the money does go and he had recently had a chart made illustrating the breakdown of expenditure for the year 1953-54, the last year for which figures are fully available. They made interesting reading and were as follows:

- Teachers Salaries and Superannuation 44.6 per cent.
- Primary Education other than teaching 9.6 per cent.
- Secondary 8.4 per cent.
- Building 6.1 per cent.
- Meals and Milk 10 per cent.
- Transport 1.5 per cent.
- Administration and Inspection 4.6 per cent.
- University and other awards 5.5 per cent.

In this they saw that the bulk of the money goes to the teaching profession and to things that are associated with teaching. None of the critics suggested that we had too many teachers—indeed there was general agreement that we had too few and that oversize classes were possibly the most outstanding problem.

It would also be seen that administration and inspection, customary targets for attack, took account of between them 4½ per cent. of the total expenditure. This percentage had been decreasing steadily during the past three or four years.

He had reason to believe that it was at times felt that too much money is spent on the new schools and that the Ministry's Building Regulations forced authorities to spend money unnecessarily. That criticism could justifiably be made about schools started over four years ago since when

in terms of constant prices there has been a reduction of not much less than a half in the capital costs of schools. The Ministry were always ready to consider further suggestions for reducing the capital costs without impairing the efficiency but it was his personal opinion, said Mr. Vosper, that there is not much more to be saved. In any case the capital costs of schools is represented by loan charges and only represents 6 per cent. on educational bills.

He was of course aware that the method of financing education is causing some concern in that education forms by far the largest part of the rate demand. In Cornwall they had particular difficulty although when he compared the product of a 1d. rate per child population—the only fair comparison—he found that there are many counties worse hit, even before taking into account the thing known as equalization grant.

Any believer in the maintenance of education as a local government service would not wish to see an increase in the rate of grant but perhaps some solution may be found from the outcome of revaluation and local government reorganization, both of which are now imminent. If anything drastic occurs in this direction then of course the grant formula would have to be reviewed.

Although therefore he maintained that education is going to cost money and will undoubtedly cost more, there was absolutely no reason for failing to see that they got value for money at all levels so that the money was well spent, and limiting anything which did not truly help the education of children.

Also there was still every reason to adhere to the doctrine of first things first which Miss Horsbrugh emphasized last year and although they had now been able to move further down the list, they could not embark on everything at once. It would be some years yet before it was possible to implement fully some of those attractive and necessary proposals still remaining in the Butler Act, such as Nursery Schools and County Colleges.

## Housing Accommodation for Teachers

At the March meeting of the Essex Education Committee Administrative Memorandum No. 491, issued by the Ministry of Education in regard to the provision of houses for teachers, was received, and at the same time a report was made on a conference which had been held in London in regard to the allocation of houses to teachers who are serving at schools on the L.C.C. estates.

A communication received from the London County Council submitted to the last meeting of the Committee did not give grounds to expect as much assistance as was envisaged at the conclusion of the recent conference and the Committee were of the opinion that the staffing position in Essex is so serious that it is essential to take any action which is practicable to ensure that teachers are not prevented from taking up appointments solely because they cannot secure suitable living accommodation. It was therefore resolved "That, with reference to the urgent need for houses for teachers on the L.C.C. estates, another approach be made to the London County Council and their attention drawn to paragraph 2 of Administrative Memorandum No. 491 with a view to their seeking the support of the Ministry of Education in submitting again to the Ministry of Housing and Local Government the proposal that two tenancies per school should be direct lettings to the Essex County Council."

The Geffrye Museum, Shoreditch, has produced a booklet to be used by children and schools too far away to visit the Museum. It contains a number of drawings of furniture to be coloured and cut out by the children. It is published by the L.C.C. and may be obtained (price 4d.) through Staples Press, Ltd.



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## Month by Month

### Reorganization and the Church.

THE Church Assembly last month, after a notable debate, unanimously resolved that the determination of the Minister of Education to accelerate rural reorganization of schools be welcomed. On the same motion it requested the Central Board of Finance, the Church Commissioners and the Church Schools' Council (a department of the Church of England Council of Education) jointly to consider all that had been said, to examine the financial requirements of such reorganization and to submit proposals for the Assembly's consideration at the earliest possible moment. The resolutions as finally submitted to and carried by the Assembly did, however, differ significantly from those on the Agenda. The Assembly was initially asked to accept Circular 283 as "a challenge to the Church to take her full share" in the task of rural reorganization. A second motion expressed profound conviction of "the value of aided schools for Christian Education" and, as a vital part of the work of the Church, asked Diocesan Conferences to do all they could "to retain as Aided the schools whose future is at present uncertain." The debate did indeed indicate, as the *Times Educational Supplement* remarked, that the Church is still not of one mind on the future of its schools. There are those who believe in the value of good church schools and would willingly make the great sacrifice needed to keep them. "Others would have the Church divert her resources to other ends and rely on the real if limited opportunities for religious education" in what are not so inconveniently called "county" schools. This is a fair statement, except for the reference to diverting resources. The Church would need to spend £4,500,000 in the next five to ten years to preserve as aided the schools in question. One estimate gives the figure as £7,200,000. The vast sum involved would have to be new money specially raised for the purpose. There is no likelihood of the Church being able to divert from their essential purposes any of her existing resources. After a courageous and challenging speech by the Archdeacon of Totnes, speaker after speaker followed who took the defeatist line or showed a frank lack of belief in Church Schools as such—Lord Alistair Graham, Canon A. P. Shephard (Worcester), The Bishop Suffragan of Hull, the Dean Provost of Derby and the Bishop Suffragan of Plymouth. The Dean of Winchester urged that, as Government policy had brought this crisis on the Church, Government should be approached for some easement, some reduction in extravagant cost of buildings, fittings and equipment, some favourable terms on which the Church might borrow the necessary capital moneys required. There can be no doubt that, after its more encouraging conclusion, the debate did show that the Church will seek to meet the challenge of the new crisis. If it can do so it will indeed owe much to the Bishop of Peterborough—himself a former officer of the Board of Education—the Archdeacon of Totnes and the Archbishop of Canterbury. The Church will, however, have to pay dearly for the amazing optimism of the late Dr. William Temple, who virtually gave *carte blanche* to the Government of the

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day to impose what conditions regarding new buildings which it might chose to do after and not before the Church had committed itself to the acceptance of the new order as set forth in the Education Act of 1944.

### Grants to Training College Students.

MINISTRY of Education Circular 286 has been generally welcomed by local education authorities. This was, indeed, to be expected. The White Paper on the findings of the Working Party presented an unanswerable case

for treating training college students in accordance with the principles already recognized and practised in the case of those studying for other professions. Hence it is logical to accept the new practice of assessing parental contributions towards what has so far been free tuition for all. There is in fact no danger that any hardship will be caused by the change. The Executive Council of the Association of Education Committees at its May meeting welcomed "the changes proposed in regard to the arrangements for intending teachers at training colleges . . . and, having regard to earlier reports from their representatives on these bodies, give their full support to the implementation of the proposals." Last month, at its Annual General Meeting, the Association of Education Committees carried *nem con* a resolution from the executive "noting with satisfaction that the repeated representations made to successive Ministers to secure an adequate national scheme for intending teachers have finally resulted in the Working Party's Report on this subject." The resolution welcomed the Report and recommended its full implementation by Authorities. The mover, Mr. R. Beloe, did not disguise the facts that the new arrangements would cost money and that the recommendations had been made "at a rather late stage." It is indeed quite unreasonable that local education authorities should be required to submit their schemes by 1st July. There is something quite unrealistic in such a demand. So too there is in the way in which a great deal of exacting administrative and clerical work is suddenly transferred from the Training College offices to those of the Local Education Authorities. There seems to have been no regard whatever for the extra volume of work thus unloaded upon the administrative staffs of local education authorities. Only a few weeks ago the Chancellor of the Exchequer spoke to a conference of Municipal and County Treasurers about reducing the administrative staffs of local education authorities. Lewis Carroll might have devised a formula in accordance with which administrative staffs were reduced with every increase in the volume and complexity of their work.

### County Colleges.

AMONG the "Five Goals in Ten Years" (as *The Schoolmaster* calls them) acclaimed by the Association of Education Committees at Hastings was

the establishment of "County Colleges," with an even higher priority than the raising of the school-leaving age to sixteen. The resolution submitted by the executive urged the Minister to implement the dormant provisions of the Butler Act relating to such "colleges" on the completion of schools reorganization and the replacement of defective school buildings. This followed a reference to the matter by Sir Wilfrid Martineau,

M.C., T.D. in his Presidential Address. *The Times Educational Supplement* in its comment in brief on the 24th June, said that many would share the President's view that there was a stronger case for setting up County Colleges than there was for raising the school-leaving age to sixteen. It might with equal truth have been said that many do not share that view. The writer did nevertheless proceed cautiously.

There, however, two notes of caution should be struck. Sir Wilfrid Martineau seemed to think that what illiteracy there was among school leavers strengthened the case for county colleges. No doubt the colleges will re-inforce the work of the schools. But illiteracy is a matter for the schools and it will do them no good to maintain that fresh institutions are needed to take care of their failures.

The writer also questioned Sir Wilfrid Martineau's assumption that if county colleges are to be ready in time we must start to get the buildings and the teachers now. The completion of reorganization, the replacement of slum schools and the reduction in the size of classes will take all the teachers and buildings we can get in the next few years.

It is no good saddling fresh hobby horses while our present nags have still to be coaxed past the post. In view of the above comments it was strange to read in an editorial in the same paper for July 1st, only a week later, unqualified approval of the executive's motion on County Colleges. The Minister of Education will no doubt be acquainted with the fact that, though the resolution was passed *nemine contradicente*, there was on that occasion the largest number of persons who

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abstained from voting. Many disagreed profoundly with the motion but out of regard for the Executive refrained from speaking or voting against it. Mr. J. L. Longland, in seconding the resolution, frankly admitted that a great deal of hard thinking as well as hard work would have to be done before county colleges became a possibility. Mr. S. C. Mason asked that consideration of the motion should be deferred so that it could be debated next year. Mr. L. Tait was a vigorous and convincing critic of the motion. He reminded the conference that we now had military conscription for two years of the lives of all young men. That was quite unthought of when the Butler Act legislated for educational conscription up to the age of eighteen. Mr. W. J. Deacon and Mr. R. Y. Logan, both speaking for rural areas, spoke against the motion. In fact no one at all spoke for it. The Minister will no doubt be aware of and note this fact carefully. No one representing the Executive even referred to the fact that the motion sought to establish county colleges, compulsory education thereat and the necessary teaching staffs for 50 per cent. more young people than the Act requires. Are buildings to be provided for young people aged fifteen to eighteen (i.e., for three age groups) which will ultimately be needed only for the age groups sixteen to eighteen? If so, what will happen ultimately to the surplus accommodation thus wastefully provided? These and many other questions need to be thought out. Mr. Longland was right when he stressed the need for hard thinking, but surely such hard thinking should have preceded rather than followed the passing of so definite and urgent motion as this.

## Technical Education

### Training through Technical Colleges.

When the Prime Minister addressed the House of Commons during the debate on the Queen's Speech, said Mr. Dennis Vosper, speaking at South Devon Technical College, he used these words: "Now I come perhaps to the most important aspect of this work; I refer to technical education." The Prime Minister, Sir Anthony Eden, doubtless had in mind the fact that the increase in the living standards of our people and the continued prosperity of our country depends to a very great extent upon the successful application of the discoveries of our scientists. This in turn requires the services of an increasing number of technologists and technicians.

In making provision for this need our thoughts have been accustomed to turn to our universities. There are still great reservoirs for our scientists and many of our technologists, but they are quite inadequate to complete the whole task and in any case said Mr. Vosper, "I believe they are unsuited to train people for every type of technical job.

"It is therefore the government's intention that another great army of technical men and women should be trained by an entirely separate but no less important route through the technical colleges, recruiting from the schools, secondary modern no less than grammar or technical. This is the way to fill the ranks—this is an alternative ladder to the grammar school and the university.

"The current year's building programme for these colleges is half as much again as last year's programme. Local authorities' proposals for the coming year are quite staggering and although it will not of course be possible to accept them all, it should be possible to make a further increase over this year's enlarged programme.

"Despite some criticism Her Majesty's Government believe that the control of technical colleges should remain entrusted to local authorities, but if this trust is to be justified then local authorities must live up to the needs of the hour and really tackle the job in a businesslike way. In particular, there must be co-operation between neighbouring authorities. Uneconomic courses run for the sake of local authorities' pride must give way to flourishing courses best suited to the needs of the locality.

"Much has been spoken recently about the partnership of education, but here in technical education you have an additional partner in the shape of industry or trade. It is the task of the state to provide the college for the use and benefit of industry, but thereafter there is much that the latter can contribute: the release and encouragement of students, the provision by loan or otherwise of equipment and possibly staff, and by advice and assistance in the organization and management of the college. This may seem a lot to ask, but we must rid ourselves of the idea that the state can or should do the whole job by itself. This would be too expensive and, I would submit, it would not be successful.

"I would hope to see an even further increase in the number of students on day release, which one day may be compulsory. In England and Wales for 1954, the number of students on day release was 326,000 and this figure is increasing annually. Day release, which of course does create difficulties, particularly for the small employer and may need great sacrifices, has a great advantage in that a student can benefit from the corporate spirit of the college and can use his time at the college to develop his personality in addition to acquiring technical knowledge.

"The need for technical education then is accepted. This route of training through the technical colleges is just as important as the one through the universities and it is our avowed intention to develop it and to plan for an expansion in colleges and students, both full-time and part-time. All we ask is that these resources are used economically and efficiently and it is up to industry and trade to make full use of them. Empty capacity and idle staff in technical colleges are a luxury which this country cannot afford."

## Television a Growing Force in Education

The important part that Television is playing in the field of education is illustrated in a Unesco report "Television a World Survey" (3s.)

In the United States, thirteen educational television stations with a potential audience of twenty million people were in operation in January this year; plans for thirty-three more were well advanced and applications for another forty-eight were pending. Broadcasts include regular courses for high school and college students, home-making courses and broadcasts on crafts and hobbies.

Children in Italy learn English by Television.

The Government of Colombia, which already has one station in daily operation and is planning a network of fourteen, intends to use television primarily for mass education, and plans for special educational television stations are being made by other South and Central American countries.

Says the report: "In numerous European countries television is now beginning to be taken seriously as a factor in public and commercial life. There is progressive penetration in width and depth, in the construction of a network of transmitters and the sale of receivers. Even more startling is the advance of television in Canada and the Soviet Union. The former has already passed the million set mark, while the latter is expected to reach it in 1955."

The Supplement contains up-to-date information and statistics about television in fifty-eight countries and non-self-governing territories.

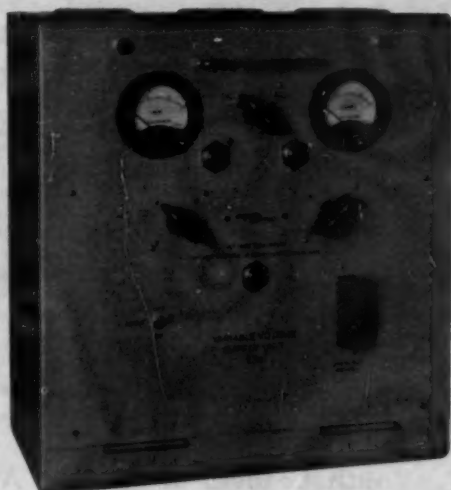


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### Inter-Authority Payments

Administrative Memorandum 507 states that the Minister of Education has been requested by the County Councils' Association, the Association of Municipal Corporations, the Association of Education Committees, the Welsh Joint Education Committee and the London County Council to inform Local Education Authorities that the national flat-rate figures of £32 for Primary Schools and £55 and £88 for Secondary Schools recommended for the financial year, 1953-54, have been reviewed by the Local Authorities Committee on inter-Authority Payments under Section 6(1) of the Education (Miscellaneous Provisions) Act, 1948 and, after examination of the information before them, the Committee recommend that, for the financial year, 1954-55, the national flat-rate figures should be as follows:

- (i) Pupils in maintained Primary Schools . . . £34
- (ii) Pupils in maintained and transitionally assisted Secondary Schools:
  - (a) Up to the age of compulsory school attendance £57
  - (b) Over the age of compulsory school attendance £92

Detailed calculations showing the net additional cost to the rates of the educating authority are:

	£	s.	d.	£	s.	d.	£	s.	d.
(1) Expenditure by the educating authority, (the national flat-rate figure) . . . .	34	0	0	57	0	0	92	0	0
(2) Grant at 60 per cent. . . . .	20	8	0	34	4	0	55	4	0
(3) Capitation Grant . . . . .	6	0	0	6	0	0	6	0	0
(4) Total Grant . . . . .	26	8	0	40	4	0	61	4	0
(5) Amount falling on the rates . . . . .	7	12	0	16	16	0	30	16	0
((1) - (4)) . . . . .	(3s. 10d. per week)			(8s. 5d. per week)			(15s. 5d. per week)		

### The Home Secretary on Approved Schools

After opening the classifying department of the Red Bank Approved School, Newton-le-Willows, Lancs., the premises of which department were built by the boys of the Approved School under the supervision of their masters, the Home Secretary, Major Gwilym Lloyd George, M.P., spoke at the centenary celebrations of the Liverpool Training Schools' Association.

The middle of the last century, he said, was a notable period of voluntary effort in bettering the lot of young people who had offended against the law and this was shown by the number of present-day approved schools founded as reformatories at about that time. In this, the citizens of Liverpool were well to the fore and a hundred years ago the Liverpool Training Schools' Institution (as it was then called) was formed. No time was lost and by 1856, the Institution had established a sea-training reformatory on the old "Akbar" in the Mersey. Two years later a second reformatory was established, providing training in farming and other pursuits. A new farm school, in place of the original one, was opened in 1868, which is now known as Red Bank.

About four-fifths of the approved schools, said the Home Secretary, are run by voluntary bodies of managers who give their services freely, take a deep personal interest in this work, and devote much of their time to it. The tradition of voluntary effort which brought about the establishment of the first schools of this kind a century ago is still fortunately very much in evidence. The part played by voluntary managers helps to preserve variety and

individuality in the provision made, and so contributes to the successful training of the children and young people who are sent to the schools for many different reasons. To-day the diverse character of the schools and of the training they provide, and the varied needs of the children, mean that it is important that a child should be sent to a school suited to his needs. This is the main task of the classifying schools—four for boys and two for girls—opened during and since the war.

The establishment of the classifying schools had been an important development in the approved schools, and it was a tribute to the energy and enthusiasm of the managers that Red Bank should have become in 1948, nearly a century after its foundation, the home of the boys' classifying school for the north-west. Red Bank is now in reality two schools—a training school for intermediate boys, and a classifying school.

The history of the Liverpool Training Schools' Association over a hundred years, added Major Lloyd George, illustrated in a striking way the changes which had come about in that time in dealing with young offenders and other children in need of care and training. The principle of reformation instead of punishment, which was beginning to be established at the time of the Association's foundation, is now taken for granted, and is embodied in the law of the land in that important provision of the Children and Young Persons Act which requires every court, in dealing with a child or young person, to have regard to his welfare. As to the methods by which the principle is carried into practice, there is good reason to expect that the experience and knowledge derived from the classifying process, and from the co-operation between the classifying and training schools, will be of growing value in pointing the way to new methods and new techniques.

### Youth Leaders at Raven's Ait

Sixteen leaders and senior members from Boys' Clubs, Mixed Clubs, Methodist Clubs, St. John Ambulance Brigade Cadets, Sea Rangers, Sea Scouts and the Y.M.C.A. recently spent a week-end learning pulling and dinghy sailing at the Sea Cadet Corps Boating Station, Raven's Ait, Surbiton.

The course was arranged by the Central Council of Physical Recreation at the request of the Raven's Ait Management Committee which is doing all it can to encourage the use of the island by groups from any youth organization or school, as well as by the Sea Cadet Corps. This arrangement has been made to meet the terms of a grant from the Thames Youth Venture Advisory Council, the object of which is to develop schemes to encourage the young people of London to learn and enjoy all forms of rivercraft.

This "common use" arrangement is not without its difficulties, but this first course showed that they could be overcome with co-operation on both sides. The Commanding Officer could not have been more helpful; boats for training, staff, and even a motor-boat to take visitors up the river to the "training ground," were put at the disposal of the course. And on their part the course fell in with the routine of the island and, under the eyes of the expert and strict instructors, behaved in a seamanlike manner and left their boats—and the accommodation—shipshape. The instructors, who gave their services entirely voluntarily, were Mr. Rex Clutton and Miss Alix Cowie, who had also helped a great deal with the organization of the course; Mrs. Clutton, Mr. Timothy Crosthwaite and Mr. David Wilson. The Chief Petty Officer resident on the island took over the instruction in pulling and bends and hitches.

Admiral Sir Cecil Harcourt, Chairman of the Thames Youth Venture Advisory Council, and Lady Harcourt, went to the island to see the course in progress.

## ...confirmed by the experts

"The mean for these experiments gives 75.07. We therefore consider 75 as the true number indicated by these experiments for the atomic weight of carbon. It is remarkable that this number was fixed upon theoretically by the English chemists and has now been confirmed by experiments."



DR. MARCHAND OF BERLIN made this statement in a letter recorded in the first volume of the Proceedings of the Chemical Society (1841), challenging the claim of Liebig and Redtenbacher to have established 75.854 as the correct atomic weight for carbon. In those days atomic weights were related to oxygen as 100, and it is notable that the 1951 atomic weight for carbon calculated on this basis is 75.063 compared with Marchand's figure of 75.07 derived from the combustion of diamond and graphite.

Dr. Marchand, whose methods were simple and direct, would have welcomed the convenience and accuracy of 'AnalaR' reagents. It is even possible that they would have assisted the highly elaborate analytical work of Liebig and Redtenbacher to a more successful result.

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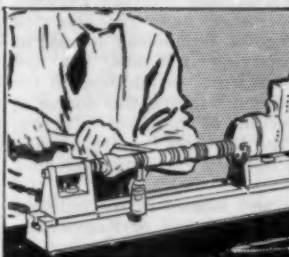
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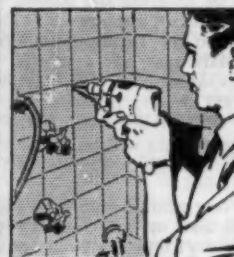


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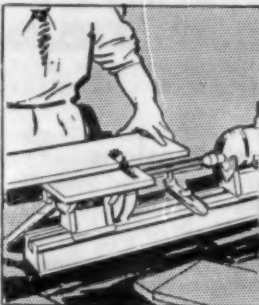
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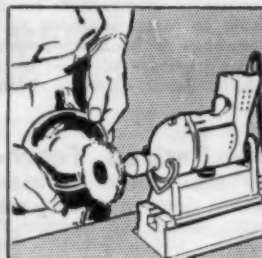
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### Plastics Industry Education Fund

At their meeting on June 3rd, 1955, the trustees of the Plastics Industry Education Fund elected Mr. C. S. Dingley, as Chairman until the end of 1957. In accepting this office Mr. Dingley, on behalf of the other trustees, thanked Mr. P. C. Allen for his excellent work in starting the Fund in 1951 and as chairman of the trustees for the first three years. Dr. Yarsley was elected vice-chairman of the trustees.

It was stated that the appeal issued in April to firms in the plastics industry for increased support for the Fund, with a target income of £10,000 a year, has so far met with a fairly encouraging response. The income of the Fund for 1955/56 may well amount to over £7,000, although many subscribers have not yet indicated whether they will be able to double their contributions, as suggested, and a large number of other firms have not yet replied to the appeal.

From the available resources the trustees have allocated to the Borough Polytechnic, London, a further £500 for grants to students studying full-time for the Diploma or Associateship of the Plastics Institute, in addition to the £1,000 already promised for bursaries to the students who will be entering the second year of their full-time Diploma course next September. The trustees have also allocated £500 to the Birmingham College of Technology for use as scholarships to students studying full-time for the Associateship of the Plastics Institute, in addition to the £1,000 already promised for students taking this course at the 1955/56 session. If the income of the Fund increases, larger grants will be made to the Borough Polytechnic and the Birmingham College of Technology for helping full-time students.

For training grants to men and women in the industry who take up full-time study for a Science or Engineering degree £1,000 has been set aside, and the applications for these grants will be considered this month.

In addition to the amount already held in reserve, a further £1,000 has been allocated for publishing monographs, as the authors and editors have made good progress in preparing manuscripts for the press. It has also been decided to make available to the Plastics Institute £300 for purchasing books to augment the libraries which the Plastics Institute keeps at technical colleges for the use of students. Other miscellaneous items may account for £300.

### Retired Teachers' Pensions

A "Square Deal" for Retired Teachers was demanded from the Government at a representative meeting held in London under the auspices of the National Union of Teachers. Grave dissatisfaction was expressed by speakers at the absence of any declared intention on the part of the Government to take immediate steps to alleviate the position of retired teachers and other public service pensioners.

The effect of the rise in the cost of living and continuous inflation has been to deny to retired teachers a standard of existence which they had good reason to expect when they retired. The value of their pensions, many small, continues to decline in purchasing power, and the inadequacy of earlier measures intended to relieve hardship becomes daily more apparent. The meeting called upon the Government to introduce as a matter of urgency legislation to improve their position.

A booklet, called "The Services and Your Career," published by the Ministry of Labour and National Service, gives an account of the work of the Advisory Council on the Relationship between Employment in the Services and Civilian Life. It is addressed to young men and women who are thinking of joining the regular Navy, Army or Air Force and also to those who are already Regulars and are considering whether to extend their service.

### Education in the Services

The Minister of Defence was asked in Parliament a few days ago by Mr. Owen what facilities are available, in conjunction with the Minister of Education, for Service men either to complete or begin courses in technical colleges or teachers' training colleges.

In reply Mr. Selwyn Lloyd said that part-time attendance at technical colleges and other institutes is arranged whenever possible in conjunction with local education authorities for men wishing to enter the teaching profession on leaving the Services, but full-time teachers' courses at residential training colleges cannot be completed by men during their service in the Forces. Courses are available for men wishing to satisfy the minimum entrance requirements for both teachers' and technical colleges. Parts of the syllabus of teachers' training colleges, and sometimes the whole of that of technical colleges, can also be studied under Service instructors or by correspondence courses.

In a further question Mr. Owen wanted to know the present strength of the Services' education branch at home and abroad; how many Service men, National Service men and Regulars are taking advantage of the available education services; and what are the main subjects of instruction.

The answers by Mr. Selwyn Lloyd were: The present strengths of the Services education branches are as follows: R.N., 977; Army, 2,581; R.A.F., 1,225 (excluding personnel under training). Attendance at classes for some categories of Service men, besides boys and apprentices, is compulsory. For example, all soldiers not holding the general certificate of education are normally required to attend classes until they obtain the Army certificate of education (second class); and airmen during the first two years of their service have to attend classes in current affairs and citizenship.

In addition to compulsory education classes, a substantial number of men in all three Services take part in voluntary educational activities covering a wide range of subjects. Practically all Naval personnel attend courses in strictly technical and professional subjects during working hours, and there is virtually no distinction made between the treatment of Regulars and of National Service men.

The principal subjects generally taught are English, mathematics and general knowledge; but a wide range of technical subjects is also covered, according to the requirements of the Services and of individual trainees.

### School Attendance

Nowadays nearly all parents are anxious that their children shall attend school regularly to gain full benefit from the education given. Nevertheless, in the interests of a small minority of children, vigilance is still necessary.

At their June meeting the L.C.C. Primary and Secondary Schools Sub-Committee were given details of legal proceedings in respect of school attendance which were instituted in the half-year ended 31st March, 1955. In this period 567 new summonses were heard by the courts, as well as 36 adjourned cases, making a total of 603 cases. In 195 of these, the parents had been summoned on previous occasions.

Of the 603 cases, 58 were withdrawn, 12 dismissed and 37 adjourned. In the remaining 496 cases, convictions were obtained.

In addition, 136 cases were dealt with by the Juvenile Courts during the period under review. 54 of these were direct prosecutions of children under Section 11 of the Education Act, 1953; the other 82 cases arose after parents had first satisfied the magistrates' courts that the children were not attending school despite all the parents' efforts.

More than 500 overseas students from seventy countries at present engaged on a full-time course of study in the United Kingdom are taking part in twenty short courses, arranged by the British Council.



## Increased Grants for Direct Grant Grammar Schools

Direct Grant Grammar Schools are to get higher grant from the Ministry of Education.

Sir David Eccles, the Minister of Education, has informed the Governors of each of these schools that he has decided to increase the capitation grant for each pupil in the Upper School by £1 15s. 0d. to £30 a year. He has also decided to increase the grant for each eligible pupil doing advanced work in the Sixth form from £20 to £40 a year.

These increases will be made retrospective from 1st April, 1955.

There are about 71,000 pupils in the Upper School of Direct Grant Schools.

## Surrey County Library

The annual report of the Surrey County Library for 1954-55 shows a continued increase in the demand for books. The total annual issues have now reached a figure of 5,962,604, of which 1,342,807 were to children, compared with 5,425,431 in 1953/54 and the number of borrowing points in the Service has risen from 385 to 403. There has been an increase of 19 in the number of Library Centres (14 of which are in schools) and student groups provided with special collections have increased by 80 to 562, including 13 additional school groups and 21 more musical societies.

Registered borrowers increased by nearly 10,000 to 225,058, and the book stock to 756,360 volumes after allowing for 71,000 withdrawals.

One new library has been opened during the year and a number of extensions to existing branches have been made.

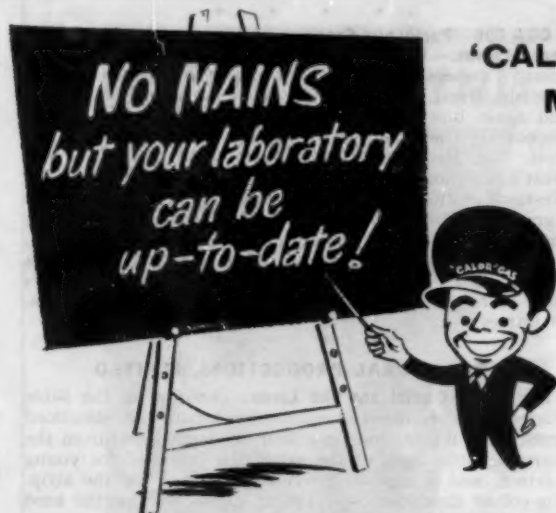
At the June meeting of the Library Committee it was reported that Miss B. M. Lucas, of Wimbledon, had been appointed district librarian at Banstead.

## The Electrical Industry as a Career

In the best interests of the nation, more young men must be found for the electrical engineering industry. The shortage is becoming acute, and the expansion of the industry outstanding, but there can be little doubt that our contribution to exports will suffer if no steps are taken to induce more of the better brains in grammar and public schools to join the industry in some technical or scientific capacity. So important is the question considered to be that at the British Electrical Power Convention at Brighton a session was devoted to the subject when papers relating to careers in the three main sections of the industry, electricity supply, electrical manufacturing, and electrical contracting were presented and discussed.

Sir Henry Self, K.C.B., K.C.M.G., K.B.E., Comp. I.E.E., Deputy Chairman (Administration) Central Electricity Authority, stated that the electricity supply industry provided the opportunity for a wide range of careers—civil, mechanical and electricity engineers; chemists; draughtsmen, commercial specialists; architects; accountants; secretaries; surveyors; lawyers; labour relations officers; welfare staff and many others. The industry would provide sufficient to engross them in their lifetime, and with the continued increase in demand for electricity must follow a steady growth for the industry as a whole. That there was security of tenure in the industry could not be doubted. There was, however, more: there was breadth of opportunity born of an expanding industry and available to all those who had the imagination to perceive it and the initiative and determination to grasp it.

Dealing with the manufacturing side of the industry, Mr. S. E. Goodall, M.Sc. (Eng.), M.I.E.E., Vice-President, Institution of Electrical Engineers, said that almost any type of person could find useful, interesting and progressive



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employment within the industry. There were opportunities for the highly academic and for the strictly practical, the designer, the tester, the planner and the operative, the university graduate, and the schoolboy.

There was, in fact, probably no other industry quite so highly organized to provide the maximum opportunity for the young entrant. At each stage in his early career, great care was taken to ensure that he was provided with maximum possible opportunity to gain useful experience, useful knowledge, and to be able to formulate and more often than not realize his desires and ambitions. It was also fair to say that once a young man had been accepted as say a student or graduate-apprentice, his future was from that moment assured, provided, of course, that he had some measure of personal aptitude, tenacity and integrity.

Very great trouble was taken to ensure that the individual apprentice received not only the best possible training, but a good deal of care was taken to study him as a person. In some of the larger organizations excellent residential hostel facilities were provided where the apprentice had the advantage of a corporate and social life.

The personnel of the electrical contracting industry is recruited mostly from those who leave school between the ages of fifteen and eighteen years and enter on apprenticeship with a contracting firm. This affords him a basic training that will enable him to become a skilled craftsman in the trade where there is ample opportunity for self expression and initiative in the work he will perform.

In his paper dealing with this section of the industry, Mr. R. A. Marryatt, B.Sc., A.M.I.E.E., President, Electrical Contractors' Association, pointed out that in most contracting firms the number of employees was not so large that anyone could become a mere nonentity: usually the principal of the firm or one of the directors would take a personal interest in the progress of each apprentice. Detailed reports of progress were received from the technical colleges, and his progress in both practical and theoretical work was carefully reviewed. But "in my opinion" said Mr. Marryatt, "little advantage is gained by a lad entering industry before he is sixteen years of age, and if he can complete a preliminary course of education at a Technical School this will prove to his advantage. On the other hand, boys at Grammar Schools should be encouraged to stay there until they are 17 to 17½ years of age, for time so spent is of the utmost benefit to them both during apprenticeship and even more so, in their subsequent careers."

There was infinite variety in the nature of work undertaken by installation contractors, and in all but certain classes of housing work there was practically no repetition; in fact it was quite possible to spend one's whole life in the industry without completing two installations that were entirely similar.

Some decades ago it was a fairly general view, held particularly by parents and schoolmasters, that to be an engineer, or even to enter the engineering industry at all, was not to be encouraged, as such a career conferred little social distinction, no public recognition and meagre financial rewards.

The picture to-day was very different, and the public had come to some measure of appreciation of the services rendered by the industry and had been forced to recognize the status of the engineering profession and the high quality of the electrical industry. By attaining the required degree of technical knowledge and practical experience the young entrant of to-day could, by entering either of the three main sections of the industry, become a corporate-member of the Chartered Institution of Electrical Engineers.

**The number of pupils** being educated in England and Wales without any assistance from the State is rather less than 500,000—**SIR DAVID ECCLES** in *Parliament*.

## FILM STRIP REVIEWS

### COMMON GROUND, LIMITED

**CGA 674—Nocturnal Life.**—In the Primary Biology series, but not many schools will have included such a title in their syllabuses, mainly because from a practical point of view the subject is outside the scope of the children. However, it is well to know something of the mode of life of those animals and smaller creatures whose activity is mainly confined to the periods between dusk and dawn, and this fine strip supplies a wealth of excellent photographs which the teacher-nature lover can use to full advantage for discussion and for instances of comparison and adaptability. The photographs, all the work of well-known expert nature photographers, are arranged as far as possible to show the crepuscular creatures, those whose activities are confined to darkness and those active just previous to daybreak. Here is another strip which must deservedly have a place in teaching the routine of animal behaviour. 35 frames.

**CGA 639—Japan.**—How different from the textbooks of our childhood days—the land of flowers and parasols and kimonos. This strip plunges at once into stern reality—the problem of a nation with a phenomenal population increase offset by natural resources which are in general poor combined with difficulties of physical environment, earthquakes and climate. A nation overcrowded and the desperate attempts to secure the best from adverse conditions is the theme of the strip and all is well brought out in the photographs selected. In farming, the cultivation of rice claims most attention and in the traditional craft, the silk industry. The industrial pictures differ little from those of western countries, but the final picture of a family at tea shows tradition still lives on. 40 frames.

**CGA 596—Perthshire Cropping and Feeding and Ross-shire Sheep Farms.**—In the previous strips in this series made for Young Farmers' Clubs, members have visited six typical English farms. Now we may take a trip to Scotland to find again how diverse two farms can be. Only in one respect are these farms alike—their lowest land is at sea level. Mr. Renwick of Lienassie in the Highlands of the West has a rainfall nearly four times that of Mr. Ryden at Westmill in the Lowlands of the East. Mr. Renwick has a gravelly soil compared with Mr. Ryden's fertile deep and stiff alluvium. Hence the former is essentially a sheep farm, the other for sheep, cattle and cash crops. The pictures in both cases depict the farm layout, and the farmer's main interests. Very instructional and informative. 30 frames.

### EDUCATIONAL PRODUCTIONS, LIMITED

**No. 6137—Daniel and the Lions.**—Another in the Bible Stories series produced in collaboration with the Blandford Press. The illustrations in colour are reproduced from the charming little book of the same title intended for young children, and a copy is provided as script for the strip. The colour illustrations by Treyer Evans are just the kind for young children to follow with interest—no extraneous detail leading the eye astray. Excellent material for Infants and Lower Juniors. 28 frames.

**No. 6152—Native Peoples of South Africa.**—An addition to the "Everyday Life" series to enable the Primary school child to see how the rest of the world lives. This strip is not so colourful as the previous strips in the series, but this is offset by the pictures of bare-skinned natives



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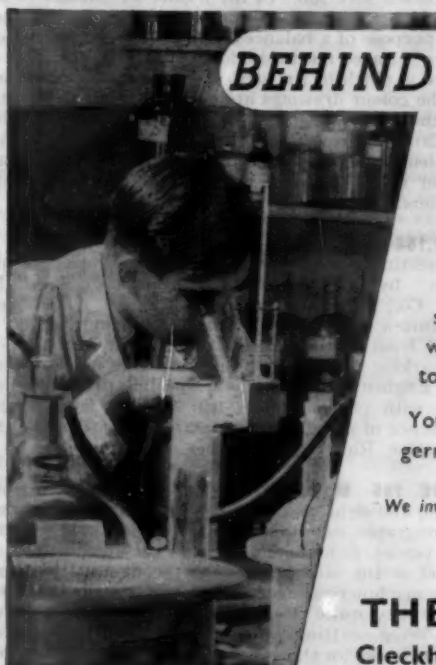


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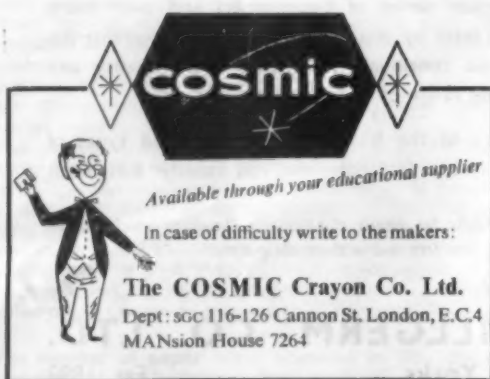
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which always have some fascination for children. The area covered in the strip is broadly that south of the Limpopo river—mostly tribes from S.E. Africa, though the disappearing Bushmen are figured also. The importance of the maize crop is stressed and the poor quality of the herds of cattle emphasized. The children may compare the Zulu huts with the better Hottentot home and the Bushman's meagre shelter. The strip concludes by dealing with employment of native Africans in gold and diamond mines and points out the fact that some two million Africans are living the European style of life in the towns. 30 frames.

**No. 5092—Time and Direction.**—Part I of "Measuring the Earth." An Epic strip devised to keep a relationship between certain subjects in the curriculum; in this case the Solar system (Science), the Seasons (Geography) and the early hunters and settlers and early civilisations (History). It is interesting to look back and visualize primitive man's attempts to learn something of direction and time and to note the progress with the growth of civilization. Stonehenge is therefore figured here, as are the monolith and obelisk, and also the great pyramid of Cheops as a possible observatory. Of equal interest is the drawing of the roof of part of the great temple of Denderah showing a map of the constellations and the method by which the priest could ascertain the month of the year. Suitable for Secondary Modern and Grammar Schools. 43 frames.

### UNICORN HEAD, LIMITED

**C.119—What is Nutrition?**—This strip aims in a modest way to encourage the formation of good habits in regard to eating. It points out the necessity for food of the right kind, not only to live but to grow, to have energy and to keep healthy. For this reason the body is likened to a machine (in this case an aeroplane) and a parallel is pointed out in its running, maintenance and repair. For the Secondary scholars the nutrition of the body cells as units is dealt with in some detail; and though the teaching of hygiene is as a rule incidental in Primary schools there is no reason why some of the frames should not be shown to them; and those attending school dinners can understand the purpose of a balanced diet and the occasional child can be encouraged not to shudder at the "greens." In any case there is much in the strip to promote discussion and most of the colour drawings are simple enough to be understood by the youngest child. The strip is a National Film Board of Canada Strip and as Canada's Food Rules with Pattern of Meals is several times referred to it is a pity that a copy could not have been supplied for the benefit of British readers. 34 frames.

**U.154—Sign, Part 5.**—A further addition to the interesting series of drawings reproduced from "The Sign" by permission of the proprietors, A. R. Mowbray and Co., Ltd. with notes by Dr. M. A. Hooker. This continues the History of the Church in England to 1530-1553, from the breach with Rome to the Accession of Mary I—marking the limit of the first surge of Protestantism in the English Church. These fine line drawings, interesting and with plenty of life, will serve to keep in mind the sequence of events and the activities of Tyndale, Seymour, Cranmer, Ridley and Latimer. 28 frames.

**UE. 195—Matches.**—A "Europa" filmstrip from Stockholm, and rightly so for the JonKoping factory in which the photographs were taken is world famous. The strip follows the process of manufacture from the unloading of the aspen wood in the factory yard to the final packing operation. The machinery is necessarily complicated, but the illustrations show quite clearly the various stages in the process—veneering, cutting, impregnating, polishing; preparation of the sticks for the paraffin bath and heading; preparation and labelling of match-boxes; filling and packing. 28 frames.



## BOOK NOTES

**Italic Handwriting**, by Tom Gourdie. (Studio Publications, 7s. 6d. net.)

This is a delightful book. The movement for better handwriting is gaining momentum, and here a true enthusiast puts the case for writing in your "very choice Italian." But he does more than put the case. He argues—and illustrates—that it can be used for a variety of everyday purposes as well as for more formal occasions, and he shows exactly how this beautiful hand can be acquired. There is a letter by letter analysis of method. A little time and patience and the will to make one's handwriting a thing to bring pleasure instead of calling for apology is all that is required. Wide variety within the general pattern is possible and there is plenty of scope for those who wish to express their own personality. A useful addition to the Art Room library, and a book that many teachers might want to have for their own shelves.—C.

**Reading for Meaning**, Second Series, Book One, by George A. Carr. (University of London Press, 5s. boards, 3s. limp, net.)

These readers are designed to promote a firmer grasp on the meaning of what is read. They are, in fact, a species of comprehension exercise. A passage on some easily imagined scene or incident is followed by a series of simple, direct questions to test grasp of subject-matter. An illustration is added to help the reader to picture in the mind's eye what is to follow. The reading material is varied and interesting.—C.

**Kingsway Junior Arithmetics**, Books 1-4 and Teacher's Book, by S. E. Williams, B.Sc. and A. A. Kershaw, J.P. (Evans Brothers, Books 1, 2, 3s. 3d., Books 3, 4, 3s. 6d. Supplementary Books 1-4, 10d., Teacher's Book, 7s. 6d., net.)

We have come a long way from the old arithmetic primer with its dull pages filled with tabulated "sums." This new series for the Junior School is full of life, variety and interest. It is calculated to take the drudgery and dread out of the arithmetic lesson. Illustrations, special items in line "boxes" and coloured panels, direct appeals to the pupil, realistic examples, all help to give the books an attractive appearance. The hard work, the essential "drill" must remain if sound foundations are to be laid, but their sting is here removed.

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**What are Trustee Nations?** by Elspeth Huxley. (Batchworth Press, 1s. net.)

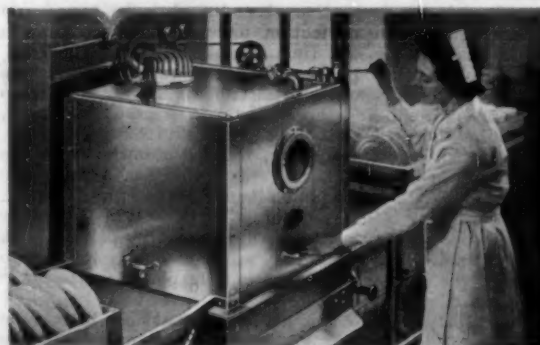
A "Background Book" filling in yet another corner of the background to current affairs. To-day there are ten countries or groups of islands which fly the flag of the United Nations and are administered by various Powers under the general control of the U.N. Trusteeship Council. What are they, and how did they acquire this status, and what is their destiny to be? This well-informed, clearly expressed and carefully documented study provides the answers. The text is supported by two useful maps.—C.

**The Teaching of Modern Languages.** U.N.E.S.C.O. (H.M.S.O., 10s. 6d. net.)

In 1953 a group of those concerned with modern language teaching in a wide range of member States met under the aegis of U.N.E.S.C.O. at a seminar in Nuwara Eliya, Ceylon, to discuss their common problems, to seek solutions and wherever possible to reach some agreement on general principles. The terms of reference were wide, but the range of study was brought within manageable compass by the limitation in the number of countries and types of teacher represented. This U.N.E.S.C.O. publication sums up the findings of the seminar and contains a large body of most useful information and opinion on such topics as the humanistic aspect of modern language teaching methodology, audio-visual aids, psychological aspects; teaching-training, text-books, teaching by radio and a number of problems of special concern to certain localities. The primary purpose of the conference was to consider the relationship between modern language teaching and international understanding, but it was agreed that this would not be fully attained unless teachers and administrators were constantly aware of the experience gained and the progress made in other parts of the world. The Report does much to promote this, and should reach as widely diffused a body of those directly concerned with language teaching as possible. In particular, the Report contains some very useful sections on the teaching of English as a second language.—C.

**Philosophy and Religion**, by George Whitfield, M.A. (Relig. Educ. Press, 6s. 6d.)

A new volume in the well-known "Gateway Handbooks of Religious Knowledge," in which the Head Master of Hampton Grammar School deals with the philosophical



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foundations of the Christian religion in a clear and interesting way, based on considerable experience of teaching this important subject at Grammar School level. Here questions of what Christians believe and how belief affects behaviour in the individual and reacts on society, are squarely faced and helpfully treated. An Index of Subjects and Quotations, and a brief Bibliography, add to the value of this well-produced and modestly-priced volume, which will have a particular appeal to students, teachers and sixth form pupils.

**Bird Life in the Royal Parks.** (H.M. Stationery Office, 2s. 6d.)

Observations during the years 1953 and 1954 of bird life in nineteen open spaces—some 75,000 acres—in the greater London area are contained in this report by the Committee on Bird Sanctuaries in the Royal Parks (England and Wales).

Notes contributed by more than 100 observers, cover the following Royal Parks and open spaces: Hyde Park and Kensington Gardens, St. James's Park and The Green Park, Regent's Park and Primrose Hill, Greenwich Park, Hampton Court and Bushy Park, Richmond Park, Ham House, Kew (Royal Botanic Gardens), Osterley Park, Osborne House (Isle of Wight), Hampstead Heath, Holland Park, Battersea Park and Blackheath. Observations made in the four last-named have been summarized from notes submitted to the Parks Department of the London County Council.

Lord Hurcomb, the Chairman, in submitting the Report, refers to beneficial measures which the Ministry of Works has carried out at the suggestion of the Committee. These include: the erection of nest-boxes for jackdaws in Kensington Gardens to counteract the effect of the loss of old trees; the making of bird sanctuaries in Osterley Park, Middlesex, and the reinstatement of chain barriers around the island in the Serpentine where tufted ducks, apparently benefiting from this protection, have nested successfully in Hyde Park for the first time since 1938.

The Committee expresses concern at wanton interference with nesting birds and invites educational authorities to impress upon children the importance of protecting birds, especially those that are nesting. Harm has been done, also, though here unwittingly, by well-intentioned people who have picked up young birds which have apparently fallen from their nests, and taken them to park keepers. It is pointed out that such birds have probably left their nests in the natural way and are being fed by parent birds. They should be left where they are unless likely to come to harm on the ground, when they may be placed on the lower branches of a tree.

The Committee notes improvements that have been made on Duck Island, St. James's Park, for developing the wild-fowl collection. Constructional work on the Island was carried out last year, involving the restoration of the pool enclosures, and the creation of a new stock pen where young birds can be kept while they fledge and new arrivals can spend a few days before being released on the lake. All new birds have been ringed and it is the Ministry's intention to thus mark all its introduced waterfowl.

**Housing Management.** (H.M. Stationery Office, 9d.)

During the next ten years the demand for qualified

housing managers is likely to increase says this revised edition of this booklet in the "Careers" series issued by the Ministry of Labour. It is stated that there are nearly 3,000,000 municipally owned houses in England and Wales and Scotland to-day. During the next decade, the number should continue to increase and both the Government and Local Authorities are anxious to ensure that all these houses are satisfactorily managed.

Then there are the Housing Associations which will probably expand their activities and New Town Development Corporations are building up the staff of their Housing Departments. Apart from the professional opportunities available the booklet contains up-to-date information about the qualifications and training required.

**Women in H.M. Forces.** (The Women's Services, H.M.S.O., 2s.)

In this new illustrated booklet in the Choice of Careers series of the Central Youth Employment Executive is described in detail the opportunities, training and promotion prospects in the Women's Services. "It is now possible," it states "for a girl to make one of the Services her peacetime career and to qualify for a pension after twenty-two years and for those who do not wish to stay permanently, the Services offer a few years of interesting experience which will be useful in civilian life afterwards."

The booklet has been written primarily for girls but will also serve the needs of older women and will, in addition, be of interest to parents, teachers and others concerned with the careers of young people.

**The Bells of the City,** and other plays, by Kylie Tennant (1s. 6d.)

**The Magic Doughnuts and The Wizard's Spell,** by Frederick Taylor (2s. 3d.)

**Music for The Magic Doughnuts, etc.,** by Frederick Taylor (3s. 0d.)

(Macmillan and Co., Ltd.)

Three new titles in the "Modern Plays for Schools," series now being issued by this publishing house for infant, primary and secondary schools. The first named of the above is suitable for secondary pupils and the second for infants and young juniors.

**Bulldog Drummond at Bay,** by "Sapper" (Lt.-Col. H. C. McNeile).

A new edition in the Pilot series of this popular work by "Sapper," specially edited and abridged for school use, with illustrations by "Stead."

## New Wall Charts

The very useful wall charts prepared by Pictorial Charts in consultation with Mr. C. J. Cons, M.A., need no introduction or commendation here; they are finding increasing favour in many schools and a welcome is therefore assured for six new issues now available from the University Press, Ltd. The new titles are:

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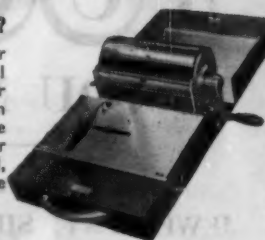
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## MISCELLANY

**The Cost of Equal Pay** to women teachers in Middlesex will be £148,500 for the current year, rising to an annual gross cost of £1,134,000 in 1961.

**In London this year** new school accommodation is being brought into use providing 8,210 secondary places costing £2,481,000 and 4,040 primary places costing £772,000.

**Since Easter** an extra 3,440 school places have been provided in Essex, where the school population is now increasing by well over 10,000 a year.

**After forty-one years** in the town, during which she has taught more than 2,000 children, Mrs. Edith Jean Crosbie is retiring from the staff of Holy Trinity School, Ramsgate.

**Only 750 people** attended twelve educational films and lectures arranged last winter at Paddington libraries. Every person cost the council 5s. 4½d. The loss to the Council was £202.

**The L.C.C. Education Committee** at their last meeting gave approval to the proposal of the governors of Northern Polytechnic to appoint Dr. A. S. M. Symons from 1st January, 1956, to succeed the present principal, Dr. T. J. Drakeley, on his retirement.

**Some 800 pupils from schools** in the area heard Sir Arthur Bryant, C.B.E., LL.D., the famous historian and broadcaster, give a lecture on "Our National Heritage" at the first annual Ford lecture to youth, at the South-East Technical College, Dagenham, last month.

**Replying to a question** in Parliament, Sir David Eccles said that during the year ended February 1, 1955, the latest date for which figures are available, 161 new secondary school were completed and 222 started. A further 558 were scheduled to start between 1st February last and 31st March, 1956.

**Sir David Eccles**, with the approval of the Prime Minister, has appointed Mr. D. M. Nenck, Assistant Secretary, to be Accountant General, on the retirement of Mr. B. L. Pearson on the 2nd August, 1955. Mr. W. D. Pile, Principal, will be promoted Acting Assistant Secretary and will succeed Mr. D. M. Nenck as Joint Head of Architects and Building Branch on the 3rd August, 1955.

**Draft regulations published** by the Secretary of State for Scotland authorised the gradual implementation of "equal pay" for Scotland's 23,000 women teachers in seven instalments, within a period of six years. When "equal pay" is in full operation—on April 1st, 1961—its total annual cost in Scotland, on the basis of the present scales, will be about £2.6 millions.

**One million free copies** of the new Highway Code are to be sent as soon as possible to schools to help road safety training for children. The copies are being supplied by the Ministry of Transport and will be distributed to local education authorities. Authorities can use these copies as they think best, but the Ministry suggests that teachers in primary and secondary schools should receive individual copies and that most of the rest should go to schools with senior children.



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Twenty approved schools have been closed since the beginning of 1950, and eight more are to close this year, to bring approved school accommodation more closely into line with present and prospective demand for places.

The Minister of Labour and National Service, Sir Walter Monckton, Q.C., has appointed The Right Honourable Lord Coleraine, P.C. as Chairman of the National Youth Employment Council in succession to Lord Piercy who has resigned.

The Educational Institute of Scotland at its Annual Meeting in Edinburgh last month conferred the degree of Honorary Fellow of the Institute (F.E.I.S.) upon Mr. Ronald Gould, M.A., General Secretary of the National Union of Teachers.

A new Ministry of Education film strip, No. 6 in the School Meal Series, deals with the use and care of electrically operated potato peeling machines. The film strip is divided into four parts—an introduction, giving general details of various models of machines; a section dealing with their operation, and sections describing cleaning and maintenance.

Miss Agnes Catnach, who was from 1934 to 1951 headmistress of Putney Secondary School, and was President of the English Association of Head Mistresses in 1942-43, sailed for Australia on June 13th on a four months' lecture tour arranged jointly by the Head Mistresses' Association of Australia and the British Council. She will attend a conference of head mistresses, visit schools and meet education authorities and teachers.

Sir David Eccles, the Minister of Education, is concerned that students in art schools in places where there are no substantial art galleries or museums within easy reach should be given opportunities of seeing good original works of art and craft. He has therefore written to local education authorities asking them to help students with the expenses of visiting art galleries and museums on the advice of their Principal, and also to buy works of art so that each art school may build up a small stock of its own.

Details of a scheme to enable students from Great Britain to take courses at Canadian universities are contained in a memorandum issued by the Ministry of Education to local authorities. The scheme is operated by the Canadian British Education Committee in conjunction with a number of Canadian universities, including McGill in Montreal, the University of British Columbia, and the University of Toronto. These universities welcome students from the United Kingdom and reserve places for students sponsored by the Committee.

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### SITUATIONS VACANT

#### ESSEX

##### LAINDON YOUTH CENTRE

Full-time Warden (man or woman) required from 1st September. Applicants should possess either Degree, Social Service Diploma or Teachers' Certificate. Experience in teaching and/or youth work essential. Salary £450 x £18 (final £23)—£725 (men) or £405 x £15 (final £10)—£580 plus equal pay increment (women) and equivalent of Burnham Graduation and Training Allowances and Membership Allowance at present £60 p.a. Increments allowed for teaching service, previous approved experience (maximum five) and war service. Housing would probably be made available by Basildon Development Corporation. Details and forms from Chief Education Officer, County Offices, Chelmsford (S.A.E.). Closing date 23rd July, 1955.

##### CHELMSFORD PART TIME DAY RELEASE AND YOUTH CENTRE

Applications invited for full-time Deputy Warden (woman) for this combined Youth and Day Release Centre. Salary: £405 x £15 (final £10)—£580, plus equivalent of Burnham Graduation and Training Allowances, increments for teaching service and previous approved experience (maximum five) and equal pay increment. Applicants should possess degree, Diploma in Social Studies or teacher's diploma. Youth leadership certificate or experience in youth service a valuable additional qualification. Forms (S.A.E.) from the Divisional Education Officer, Springfield Dukes, Springfield Green, Chelmsford.

#### ESSEX

##### RAYLEIGH YOUTH CENTRE

Full-time Warden (man or woman) required from 1st October, 1955. Applicants should possess either Degree, Social Service Diploma or Teachers' Certificate. Experience in teaching and/or youth work essential. Salary £450 x £18 (final £23)—£725 (men) or £405 x £15 (final £10)—£580 with equal pay increment (women) plus equivalent of Burnham Graduation and Training Allowances and Membership Allowance at present £60 p.a. Increments allowed for teaching service, previous approved experience (maximum five) and war service. Details and forms from Chief Education Officer, County Offices, Chelmsford (S.A.E.). Closing date 10th July, 1955.

#### ESSEX EDUCATION COMMITTEE SERVICE OF YOUTH—

##### APPOINTMENT OF PROFESSIONAL ASSISTANT

Applications invited for this post from men and women possessing either Degree, Social Service Diploma, or Teacher's Certificate. Previous experience in teaching and youth service or work with adolescents desirable. The person appointed will be required to serve jointly at the Residential Youth Centres at Wicken House, near Newport, and Clarence House, near Thaxted, Essex, assisting the Wardens in the Centres' activities which are educational, recreational and social in character. Salary £450 x £18—£725 (men) and £405 x £15—£580 plus equal pay increment (women) with additions for approved qualifications and training and increments for previous service and experience. Forms and details (S.A.E.) from Chief Education Officer, County Offices, Chelmsford.

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### SITUATIONS VACANT—continued.

#### HORNCHURCH ARDLEIGH HOUSE CENTRE FOR FURTHER EDUCATION

Full-time Grade A Assistant required 1st September, to teach general subjects to Day Release students and to assist in the running of the associated Youth Centre. An opportunity for a person with a keen interest in work of County College type. Details and forms from the Divisional Education Officer, Upminster Court, Hall Lane, Upminster.

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